

Children's Global Assessment Scale

Response Sheet

Name: _____

Date: _____

Child: _____

ID: _____

For this scale, we would like you to rate your child's overall functioning. Think about your child's behavioural and emotional functioning in the following four main areas:

- 1) at home with the family,
- 2) at preschool (or playgroup),
- 3) with friends,
- 4) during leisure time.

The bright yellow page shown to you by the researcher has brief descriptions of different levels of overall functioning. On the left side of this page are score ranges which correspond to these descriptions. The descriptions give you an idea of the functioning which is typical for that range.

We would like you to think first about the point in time during the past six (6) months when your child's functioning was *lowest* (when s/he was having the hardest time). Then we would like you to think about your child's current level of functioning.

a. Choose the description below which best describes your child's functioning during each period of time.

b. Determine where in the score range your child would fall (the high end, in the middle, or toward the low end). Any number within the range can be used to describe your child's functioning (e.g., 62, 34, 89 – not just the end points of the range).

Please write the one number which best describes your child's *lowest* level of functioning in the past six (6) months:

Lowest functioning in the past 6 months:

Please write the one number which best describes your child's *current* level of functioning:

Current functioning:

rdscgas

Thank you for your help!

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Score	Description
100-91	DOING VERY WELL in all areas; no problems at home, at preschool (or playgroup), or with friends; likable, confident, involved in activities and interests. Functioning is superior or above average.
90 - 81	DOING WELL in all areas; secure at home, at preschool (or playgroup) and with friends. There may be occasional minor upsets or everyday worries, but in general her/his functioning is good.
80 - 71	DOING ALL RIGHT at home, at preschool (or playgroup) and with friends; some trouble or upset may occur after a stressful situation, but those who know the child will find the child's reaction completely understandable. Any problem with functioning is temporary and mild.
70 - 61	SOME PROBLEMS ; most people who do not know the child very well would not notice the problems, but people who know him/her well could be concerned.
60 - 51	SOME NOTICEABLE PROBLEMS ; in some situations the problems are noticeable to anyone, but in other situations the child could seem fine.
50 - 41	OBVIOUS PROBLEMS ; several problems that cause trouble in most situations, at home, at preschool (or playgroup) or with friends; or one very disruptive problem.
40 - 31	SERIOUS PROBLEMS ; very seriously disturbed at home, at preschool (or playgroup), with peers and/or society at large. Major functional impairments and in some situations is unable to function.
30 - 21	SEVERE PROBLEMS ; unable to function in most situations.
20 - 11	VERY SEVERELY IMPAIRED ; so impaired that considerable supervision is required for safety.
10 - 1	EXTREMELY IMPAIRED ; so impaired that constant supervision is required for safety.